

ANSWERS TO INVESTIGATE, INQUIRE, AND IMAGINE

RECALL

- 1a. It is forbidden to travel east. Metal can be taken from the Dead Places. Only a priest or the son of a priest is allowed to do this.
- 2a. The narrator sees an eagle flying east and three deer going east with a white fawn; he is able to kill a panther that attacks the white fawn. When he sees the Place of the Gods, at first he covers his eyes with his hands and creeps back into the forest. Then he prepares to go there by making a raft, reciting the sayings for the dead, and painting himself for death. As he pushes off, he sings a death song.
- 3a. He finds a corpse sitting before a window.

INTERPRET

- 1b. He goes to the forbidden place because he has always thought about it. When he sets out, he believes it is a place where gods live, and he expects to be killed merely for looking upon it.
- 2b. He is frightened to continue his journey because he is certain he will die if he goes to the Place of the Gods. He continues because his spirit, or desire to know, drives him on.
- 3b. The narrator realizes the gods were actually humans. The narrator decides that he and his people must rebuild their lost civilization.

ANALYZE

- 4a. The narrator is fascinated with the Place of the Gods because, as a priest, he seeks knowledge, and he senses that the place contains great wisdom that has been lost.

SYNTHESIZE

- 4b. The title refers to the ancient city of Babylon, which was once mighty and vibrant, but now exists only in ruins. The author's choice of title suggests a parallel between Babylon and New York City, another grand and busy city that for Benét seems to represent a high point of modern civilization.

EVALUATE

- 5a. The rules may have originally been imposed because the areas were still contaminated with radiation and anyone who traveled there could become sick or die from radiation sickness. Later, though, the people were probably forbidden to travel to the Place of the Gods out of an unfounded fear of the unknown.

Investigate, Inquire, and Imagine

Recall: GATHERING FACTS

- 1a. In which direction is it forbidden to travel? What can be taken from the Dead Places? Who is allowed to do this?
- 2a. What signs does the narrator receive that make him believe that his journey was meant to be? What does he do after seeing the Place of the Gods from across the river? How does he prepare to go there?
- 3a. What startling thing does the narrator find in the dead house in the morning after his vision?

Analyze: TAKING THINGS APART

- 4a. What causes the narrator's fascination with the Place of the Gods?

Evaluate: MAKING JUDGMENTS

- 5a. Why do you think the Hill People forbade their tribe members from journeying to the east, crossing the river, and going to the Place of the Gods?

Interpret: FINDING MEANING

- 1b. Why does the narrator go to the forbidden place? What are his ideas about this place when he sets out?
- 2b. Why is the narrator frightened to continue his journey? Why does he do so anyway?
- 3b. What realization does the narrator come to about the gods? What decision does the narrator come to because of this realization?

Synthesize: BRINGING THINGS TOGETHER

- 4b. How is the title related to the story? In what way is the historical background related to the story?

Extend: CONNECTING IDEAS

- 5b. The narrator believed that he would die when he set foot in the Place of the Gods, but he felt compelled to go there anyway. Otherwise he would never be at peace with his spirit. How would you compare the narrator's feelings with the imagined feelings of the dead man whom the narrator found looking out the window of the house?

Understanding Literature

SIMILE. Review the definition for **simile** in the Handbook of Literary Terms. What simile does the narrator use to describe his feelings about crossing the river into the Place of the Gods? Why might the narrator use images from nature with which to compare himself? How do these similes describe his physical condition? his mental state?

APHORISM. Review the definition for **aphorism** in the Handbook of Literary Terms. The narrator's father tells him, "Truth is a hard deer to hunt." What does he mean by this? What might make it difficult for people to accept the truths the narrator wishes to share?

DIALECT. Review the definition of **dialect** and the chart you made for Literary Tools in Prewriting. How does the author's use of dialect give the story a more realistic flavor?

ANSWERS TO INVESTIGATE, INQUIRE, AND IMAGINE (CONT.)

not lost his spirit even though he had died watching his city die. The dead man could have run away, but may have felt that it was better to watch his city die and die himself than to run away with a broken spirit. Earlier, when the narrator

Gods, he says, "It is better to lose one's life than one's spirit." These remarks suggest that the narrator and the dead man share the same feelings.

Writer's Journal

Write a **simile** to help describe some modern technology who has no understanding of modern technology. Write a **descriptive paragraph** depicting what the world might look like if it were abandoned for fifty years. At the end of the story the narrator says, "I might give to his people to rally their spirits." Using this suggestion, make a list of real-world suggestions for the narrator's people. Imagine your speech show why this world is so vulnerable, but consider the societal change.

Integrating the



Media Literacy & Speaking and Listening

SCIENCE FICTION ON SCREEN. Watch a science fiction movie or television show and review it in class. Give a brief plot summary and explain why the movie or show is classified as science fiction. What do you think is the purpose of the movie or show? How well was the purpose carried out? What special effects were used to create this fictional world? If you could watch the same movie, compare your reactions.



Study and Research

A STUDY OF BABYLON. Find out about the ancient city of Babylon and the excavation efforts of the twentieth century. Why was Babylon chosen as the capital of Mesopotamia? What made it the most famous city in the world during its time? What brought about the city's decline? What were the excavation efforts begun in the twentieth century? Prepare a written report on your findings.

ANSWERS TO INTEGRATING THE LA

CONVENTIONS. The report avoids errors in grammar, usage, mechanics, and many other conventions.

Collaborative Learning

Students might also like to locate books on the same topic at the library. Have